Alberta Council on Admissions and Transfer (ACAT) Business Plan 2008-2011

MANDATE

Established in 1974, the Alberta Council on Admissions and Transfer serves as an independent body through which stakeholders work cooperatively for the benefit of learners to ensure smooth secondary to post-secondary and post-secondary to post-secondary transitions and effective transferability of courses or programs within the post-secondary system.

ACAT provides leadership to Alberta's post-secondary transfer system to achieve:

- increased educational opportunities for adult learners through student transfer; and
- accurate information for learners about admission and transfer opportunities.

ACAT operates with the support of the Minister responsible for advanced education and the co-operation of Alberta's post-secondary institutions. Student transfer involves the portability of educational credit among programs. Based on successful completion of studies, students receive transfer credit, where appropriate, upon admission to an educational program in an Alberta post-secondary institution.

VISION

Alberta's post-secondary institutions work cooperatively to provide a transfer system that is responsive to the needs of learners in the matters of admissions, transfer credit, and the recognition of prior learning.

MISSION

The mission of the Alberta Council on Admissions and Transfer is to be a catalyst for beneficial change and an advocate for learners in the areas of admission and transfer to educational programs.

ACAT provides leadership and direction in the improvement and enlargement of educational opportunities for learners through inter-institutional transfer which includes both formal and informal learning experiences.

ACAT also plays an active role in the implementation of these policies through monitoring, mediation and research. Council has a continuing responsibility for facilitating improvement in communications and working relationships across all institutions and programs regarding the admission of transfer students and awarding of transfer credit.

- To carry out its mission, ACAT:
  - Identifies issues and explores resolutions to these issues with stakeholders;
  - Advocates for learners at both a general level through its Principles and a specific level through interaction of ACAT's staff and that of member institutions with learners;
  - Advocates for the acceptance of prior learning assessment and recognition (PLAR) as a path for Albertans to access post-secondary education;
  - Communicates with stakeholders and encourages communication among stakeholders on matters regarding admissions and transfer;
  - Provides a forum for discussion of issues arising out of environmental change and trends related to post-secondary education; and
  - Conducts research to appropriately inform all participants and stakeholders in the transfer system.

CORE BUSINESSES

Admission:

- Encourage post-secondary institutions to clearly communicate their admission practices and policies.
- Encourage post-secondary institutions to develop, where possible, common terminology.
- Work with Alberta Education to ensure that new high school curriculum articulates with pre-requisites to post-secondary programs.

Transfer:

- Facilitate agreements among post-secondary institutions to acknowledge and recognize appropriate previous learning experience.

Communication:

- Ensure that learners and other stakeholders have timely and accurate information about admission requirements, course and program transfer opportunities, and transfer policies.
- Provide a forum for open and informed inter-institutional discussion of admissions and transfer issues.

Influence:

- Inform and educate Albertans about the benefits of our admissions and transfer system.
- Share with other jurisdictions the benefits of and best practices for maintaining an efficient and effective admissions and transfer system.
- Take a leadership role in proactively influencing public policy.

PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.

Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated, nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

(b) Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of content and rigour.

Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) Effective academic advising, career counseling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded.

The *Alberta Transfer Guide* indicates the minimum transfer credit which is available for prior post-secondary educational experience upon admission to a post-secondary institution. Additional transfer credit may be negotiable on an individual basis as assessed by the post-secondary institution.

(d) Individual institutions have the primary responsibility for instructional programs, even though responsibility for higher education is shared among various constituents. The responsibility of institutions includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.

Regarding student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) Institutions have the responsibility and the prerogative to investigate the total educational background of applicants seeking admission.

Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions unless such consideration would unfairly disadvantage the applicant. Differences in earlier preparation should not adversely affect consideration of the applicant. (See Principle "b" regarding **virtual equivalence**.)

(f) Post-secondary institutions are committed to developing and maintaining clearly stated policies and procedures for consideration of transfer credit and to applying them in a consistent manner.

Students should be able to obtain an institution's rationale for a transfer decision, and institutions should have clear procedures for a student to obtain a review of a transfer decision. The clear and transparent nature of transfer of credit is reflected in the *Alberta Transfer Guide*.

(g) After students are granted admission to an institution under a transfer arrangement, they shall be granted the same rights and privileges as students who began their studies at the institution.

(h) Post-secondary institutions are committed to promoting and increasing awareness of the transfer system in an effort to proactively influence public policy.

All institutional members of Alberta's transfer system have endorsed Council's Principles and endeavour to apply them with respect to transfer within the province, regionally and nationally.

SIGNIFICANT OPPORTUNITIES AND CHALLENGES

Albertans expect a learner-centered post-secondary system that is provided through a collaborative and cooperative approach, known as Campus Alberta. ACAT and the transfer system are critical to facilitating the various components to meet the needs of Albertans wishing to pursue post-secondary studies and to realize the vision of Campus Alberta.

The following opportunities and challenges could impact ACAT's ability to achieve its goals. ACAT examines these drivers to determine the appropriate strategies and initiatives that will enhance and improve educational opportunities for learners.

Campus Alberta

Advanced Education and Technology is committed to realizing the Campus Alberta model, and ACAT is uniquely poised to further this vision. ACAT's membership includes all public post-secondary institutions in Alberta, as well as private institutions with approved degree programs and other private institutions, including First Nations Colleges. ACAT membership also includes students and public representatives. This broad representation across the post-secondary system ensures that ACAT is able to keep the needs of all Alberta learners in the forefront.

ACAT must take a leadership role in enhancing the concept of Campus Alberta province-wide while at the same time ensuring that a learner-centered approach is at the forefront. A review of ACAT's governance, mandate and priorities will be necessary to ensure it is positioned to provide the necessary leadership.

Changing Landscape of the Post-secondary System

Over the last few years the post-secondary system has seen a wider variety of educational delivery methods and increased degree granting opportunities offered by colleges and technical institutes. This, coupled with the diversity of the learner and their expectation for credit recognition and recognition of prior learning, has created a demanding environment for achieving ACAT's goals and outcomes.

In 2007-2008, Alberta adopted the *Roles and Mandates Policy Framework* which brought further change to the post-secondary system by defining the publicly-funded post-secondary institutions into six sector categories. As a result of the newly defined institution roles, certain colleges and technical institutes will be expanding the number of baccalaureate degree programs they offer.

One of the cornerstones of the Framework is the Access Planning Framework which will require institutions to plan program delivery around the social, cultural and economic needs of their region and the province. There is greater focus on ensuring the post-secondary system can meet the educational and training needs of the labour market through a collaborative approach.

In addition, ACAT has expanded its membership to include First Nations Colleges and has the opportunity to build on this connection and develop stronger relationships and partnerships with these First Nations Colleges for the benefit of aboriginal learners.

This evolving system means greater diversity of options for learners

and more complex implications for the traditional transfer model. The increasing options for learners create challenges for institutions to ensure that they are able to sustain current levels of participation in the transfer system and expand to meet growing learner needs. Strategies for addressing institution resource needs require further attention.

Learner Progression

As Albertans pursue career paths that require further learning, more progression opportunities (such as block transfer agreements) would provide expanded opportunities for career laddering among certificate, diploma and degree programs. At the same time, there is a need to be cognizant of students who do not complete the entire block of courses to ensure that the coursework they have successfully completed is assessed so that they do not have to repeat learning. To recognize the benefits of learner progression there is an opportunity to do further research on the existing case studies and possible best practices in this area. In addition, the possibility of rewarding institutions for entering into collaborative arrangements needs to be explored.

Non-linear transfer (reciprocal agreements and sending & receiving)

The traditional transfer system is shifting and becoming less linear. The path taken by learners has become more fluid. Trends are showing that learners are taking multiple paths through the system. Not only are learners moving from colleges and technical institutes to universities, they are also moving between all sectors. With the changing post-secondary system, these types of movements by learners are only expected to increase and become more varied. To recognize this trend there is an opportunity to develop mechanisms that facilitate reciprocal agreements to recognize the fluidity of the learner. Terms like "sending" and "receiving" institutions should be reviewed, as institutions frequently fulfill both roles.

Careers and Lifelong Planning

Career pathways are educational processes that develop an individual's life and work competencies to enable them to make informed choices about future educational and career opportunities. The intent is to move the individual more easily from schooling into satisfying life and work roles. Lifelong learning initiatives recognize that adults continue to need education and training for personal and career goals throughout the course of a lifetime. As the secondary system becomes more involved with intensive career planning and with responding to lifelong learning needs, and as learners continue to demand increased access to recognition for their prior learning and experience, the admissions and transfer system will need to react appropriately.

Student Advising

Learners considering admission and transfer require access to timely and accurate information about programs and courses they need to select for successful admission and transfer into their chosen program. There is a continuing challenge to provide effective program advising information to these prospective students and transfer students. Learners are also becoming more technologically advanced and are processing information in a different way. It is important that marketing materials and information targeting those learners are designed and presented appropriate to the learners.

STRATEGIC PRIORITIES 2008-2011

ACAT has identified strategic priorities to respond to the significant opportunities and challenges influencing its ability to achieve its goals for 2008-2011. The strategic priorities described below will be worked on concurrently, in addition to the important ongoing core businesses of ACAT.

ACAT's Governance Structure and Mandate

In support of taking a leadership role in advancing the Campus Alberta vision and to ensure alignment with the *Roles and Mandates Policy Framework* and the *Public Agencies Governance Framework*, ACAT will undertake a review of its current mandate and governance model. This review will ensure ACAT is in the best possible position to fulfill its future goals and remains focused on the needs of learners.

Service to Learners

ACAT will focus on enhancing its communication mechanisms and to modernize its tools and market information. This will ensure that the information provided meets the needs of the today's learner. It will also ensure that secondary to post-secondary admission issues are addressed and post-secondary to post-secondary transitions are seamless. ACAT will provide clear information to high school students to help them select appropriate courses to meet entrance requirements of post-secondary programs and provide information to post-secondary students to assist them in planning further education.

Rewarding Collaboration

Through the development of the *Roles and Mandates Policy Framework*, it became clear that there is a need for a mechanism to reward and provide incentive for institution collaboration. ACAT's history of facilitation through collaboration and cooperation, and its knowledge of the transfer system, places it in a unique situation within Alberta's post-secondary system to explore this complex issue. ACAT will explore ideas on a mechanism that would measure the success of collaborative arrangements and learner transitions. These ideas would be provided to the Minister for consideration in the review of the current funding mechanisms.

Policy Development & Research

ACAT will enhance its profile to reflect its role as a representative voice in policy development for the advanced education system on items related to admissions and transfer. ACAT will identify gaps in research and develop mechanisms to identify learner needs, to inform the admissions and transfer system, and measure the achievement of ACAT's goals. ACAT will provide policy direction and develop best practices in such areas as learner progression, reciprocal agreements, and sending and receiving terminology.

Recognition of Prior Learning

ACAT has adopted principles and standards for the recognition of prior learning. ACAT will work to enhance the recognition of prior learning in Alberta. In partnership with post-secondary institutions, ACAT will contribute to the implementation of provincial strategies to increase prior learning assessment and recognition (PLAR).

National and International Leadership

As a leader in admissions and transfer, ACAT will continue to promote the excellence of Alberta's transfer system, recognize the mobility of students, and continue to provide advice to other jurisdictions in Canada and internationally as they establish and enhance their own transfer systems.

CORE BUSINESSES, GOALS, STRATEGIES, AND MEASURES

ACAT has identified four goals with specific outcomes that describe the end results it wants to achieve in fulfilling its mission.

Core Business One: **Admission practices and policies at post-secondary institutions are clearly articulated.**

ADMISSION

GOAL **1** **Facilitate the development, maintenance and communication of fair and equitable admission practices and policies at post-secondary institutions.**

Outcomes

1.1 Students make smooth transitions from secondary to post-secondary and post-secondary to post-secondary studies.

1.2 Students have improved access to information on admission policies at institutions.

Strategies and Key Initiatives

Strategy 1A – Promote smooth transitions as students move from high school to post-secondary programs and from one post-secondary program to another.

Key Initiatives

- Collaborate with the appropriate Ministries and stakeholders to improve secondary to post-secondary transfer articulation.
- Review current transfer articulation model of ACAT and determine if there are opportunities for enhancing model.
- Establish new transfer articulation committees as needed involving secondary and post-secondary system stakeholders.
- Continue with existing transfer articulation committees (e.g., Biological Sciences, Cree Language, Computing Science, Engineering, Mathematics and Second Languages).
- Conclude the mathematics transfer articulation process.

Strategy 1B – Promote increased access to clear information on admission practices at post-secondary institutions.

Key Initiatives

- In collaboration with post-secondary stakeholders, explore opportunities to determine whether materials that outline requirements for admission might be more consistently presented and more clearly communicated to learners and other stakeholders.

Performance Measures

Outcome 1.1

- Enhance relationships in disciplines where articulation committees are established.
- Work towards successful articulation of courses in Cree Language, Computing Science, Mathematics and Second Languages.
- Maintain successful articulation of courses in Engineering and Biological Sciences though facilitation of meetings.
- Development of recommendations for an enhanced model of articulation for Alberta.

Outcome 1.2

- Resources are updated to more clearly and consistently provide access to admission requirements and policies.

Core Business Two: **Facilitate agreements among post-secondary institutions to acknowledge and recognize appropriate previous learning experience.**

TRANSFER

GOAL 2 Learners receive appropriate educational credit as they transfer from one Alberta program to another.

Outcomes

2.1 An effective and efficient student transfer system.

2.2 Enhanced buy-in for system-wide recognition of prior learning assessment and recognition (PLAR).

Strategies and Key Initiatives

Strategy 2A – Develop and enhance system-wide principles, policies and procedures to continuously improve the student transfer system.

Key Initiatives

- Encourage efficiencies by providing institutions with an annual report on their participation in the transfer system, in order to inform institutions of areas where the ACAT Secretariat can provide additional support or training.
- Encourage institutional partners to negotiate course transfer agreements where appropriate.
- Encourage partners to develop program or block agreements that ladder from one credential to another.
- Encourage institutions to establish reciprocal agreements.
- Review the use and practice of the terms "Sending" and "Receiving" when referring to and categorizing institutions.
- Enhance transfer, with an emphasis on quality, by developing a process and criteria to maintain the quality of the transfer system (e.g., Members in Good Standing tool).

Strategy 2B – Monitor the effectiveness of the transfer system.

Key Initiatives

- Collaborate with partners to produce the annual Transfer Patterns Study.
- Continue to ensure transferability is a consideration as new degree programs are developed, by participating as a member of the Campus Alberta Quality Council (CAQC).
- Conduct more comprehensive research on course and program transferability to inform ACAT's work and to make improvements to the transfer system for the benefit of learners.
- Explore research or evaluative mechanisms to determine the quality of the transfer experience and the success of transfer students.
- In collaboration with Advanced Education and Technology, make recommendations on how funding mechanisms can reward collaboration at institutions.

Strategy 2C – Ensure the continuing accuracy of transfer agreements.

Key Initiatives

- Continue collaboration with institutional Contact Persons to review transfer agreements for inclusion in the *Alberta Transfer Guide*.

- Establish guidelines and review currency of agreements reflected in the *Alberta Transfer Guide*.

Strategy 2D – Advocate for the development and system-wide recognition of effective institutional policies and procedures for assessment of prior learning.

Key Initiatives

- Provide support to the Canadian Association for Prior Learning and Assessment (CAPLA) to host their national conference in Banff in October 2008.
- Ensure an Alberta focus and presence at the CAPLA conference by participating on the planning committee and working to ensure Alberta practitioners attend the event.
- Implement short-term recommendations from the *Alberta Recognizes Learning* Final Report.
- Encourage Advanced Education and Technology to complete the development of a provincial PLAR Framework and lead in the implementation of province-wide strategies for the post-secondary system.

Performance Measures

Outcome 2.1

- Increased number of course transfer agreements are negotiated annually.
- Increased number of program or block agreements are negotiated annually that ladder from one credential to another.
- A Case Studies or Best Practices document is developed for institutions to promote increased learner progression opportunities (e.g., block transfer).
- A performance indicator is developed and recommended to Advanced Education and Technology to reward collaboration.
- % of graduates, who were transfer students, satisfied with the transfer process and results.
- Institutions indicate increased frequency of reviews of agreements.

Outcome 2.2

- Participants are satisfied with the outcome of the CAPLA conference.
- Short-term recommendations from the *Alberta Recognizes Learning* final report are implemented.
- Strategies identified in a provincial PLAR Framework become identified in ACAT work plan.

Core Business Three: **COMMUNICATION**

Ensure that learners and other stakeholders have timely and accurate information about institutions' admission requirements, course and program transfer options.

GOAL 3

Learners have access to current, accurate information on admissions and transfer policies as well as course and program transfer opportunities and are aware of the benefits of the admission and transfer system.

Outcomes

3.1 Information to assist high school and potential transfer students is available.

3.2 Albertans are aware of the benefits of Alberta's admissions and transfer system.

Strategies and Key Initiatives

Strategy 3A – Provide information to support students transferring to Alberta institutions so they can make informed decisions as they plan their studies.

Key Initiatives

- Continue to work with institutional partners to produce an annual compilation of all transfer agreements.
- Continuously update the database that is accessible through the *Online Alberta Transfer Guide* and improve the online help available on the website.
- Encourage stakeholders to link to ACAT and to the *Online Alberta Transfer Guide* which is the official statement of transfer agreements in the province.
- Support the Alberta Learning Information Service (ALIS) to meet the needs of transfer students.
- Continue to provide the Transfer Infoline service.
- Publish program advising charts for selected subject areas.
- Implement initiatives identified in the communication plan.
- Hold annual learner focus groups to determine gaps and enhance support for students transferring among Alberta institutions.

Strategy 3B – Provide information to support Alberta students transferring to other jurisdictions.

Key Initiatives

- Publicize the *Online Alberta Transfer Guide* and the *Alberta Transfer Guide* beyond the province.
- Survey institutions to gather information on which out-of-province institutions they have entered into formal transfer agreements with and publish that information.

Strategy 3C – Provide information to support admission of high school and transfer students from other provinces applying to Alberta post-secondary institutions.

Key Initiatives

- Continue to produce advising charts to support admission of high school students from other provinces applying to Alberta post-secondary institutions.

- Explore the feasibility of providing information on transfer agreements between Alberta institutions and those of other jurisdictions.

Strategy 3D – Educate students and other stakeholders about the benefits of the Alberta admissions and transfer system.

Key Initiatives

- Continue to have the Chair and Secretariat participate in and present at conferences and workshops, and to raise general awareness of ACAT and the *Alberta Transfer Guide*.
- Encourage high school principals to include information about the admissions and transfer system on their school website.
- Continue to have an ACAT representative meet with the executives of the Alberta College & Technical Institute Student Executive Council (ACTISEC) and the Council of Alberta University Students (CAUS) on a regular basis.
- Increase connections within the ministry to facilitate ACAT's appropriate involvement in projects, such as the Raising Awareness of Planning for Post-secondary Studies (RAPPS) initiative, Learning Clicks and the Connecting Learning and Work strategy.
- Educate particular groups of students and other stakeholders about the benefits of the Alberta admissions and transfer system with specific reference to their unique needs.

Performance Measures

Outcome 3.1

- Number of institutions that negotiated transfer agreements for publication in the *Alberta Transfer Guide*.
- Number of inquiries received through the Transfer Infoline service (e-mail, telephone and other).
- Modernized and updated tools to address the needs of today's learner (e.g., the ACAT website is re-designed to be user-friendly and is updated regularly).
- ACAT web trends are posted quarterly.
- ACAT brochures and other targeted informational materials are re-designed, produced and distributed.

Outcome 3.2

- Number of presentations made at conferences, workshops, career fairs and within Alberta Advanced Education and Technology to raise general awareness of ACAT.
- Number of meetings with the executives of ACTISEC and CAUS.
- Demonstration of further development of relationship with First Nations Colleges for the benefit of Aboriginal learners.

Core Business Four:
INFLUENCE

Influence policy related to admission and transfer issues, including assisting and advising other jurisdictions about the procedures for and benefits of establishing and maintaining an efficient and effective admissions and transfer system, and providing a forum for inter-institutional discussion of admissions and transfer issues.

GOAL 4

ACAT furthers the vision of Campus Alberta and is the recognized leader on policy issues related to the admissions and transfer system in Alberta, as well as serves as a model for other jurisdictions.

Outcomes

4.1 ACAT demonstrates a leadership role in enhancing the concept of Campus Alberta province-wide while at the same time ensuring that a learner-centered approach is at the forefront.

4.2 Reinforce ACAT as the representative voice in policy development for the advanced education system on items related to Alberta admissions and transfer.

4.3 Alberta post-secondary institutions have a forum for open and informed inter-institutional discussion of admissions and transfer issues.

4.4 Provide advice and assistance to promote inter-provincial portability of courses and programs.

Strategies and Key Initiatives

Strategy 4A - Position ACAT to be a leader in furthering the Campus Alberta vision.

Key Initiatives

- Review ACAT's membership, governance, mandate and priorities in alignment with Campus Alberta, the *Roles and Mandates Framework* and the *Public Agencies Governance Framework*.
- Provide timely advice to the Minister on issues related to Campus Alberta and the implementation of the *Roles and Mandates Framework*.
- Continue to advocate that Campus Alberta is much broader than the six sectors identified in the *Roles and Mandates Framework*.
- Enhance relationships and partnerships with First Nations Colleges to expand transfer opportunities for Aboriginal learners.
- Connect to the Alberta Post-secondary Application System (APAS) initiative to ensure that learners' admission and transfer needs are met as APAS develops.

Strategy 4B – Conduct research and provide policy advice to Advanced Education and Technology and the advanced education system on items related to admissions and transfer.

Key Initiatives

- Develop capacity to engage in research of benefit to the learner and the advancement of the Alberta transfer system.
- Develop policy positions and best practices, where possible, on issues related to admissions and transfer (e.g., reciprocal agreements, sending and receiving institutions, learner progression) and communicate them to stakeholders.

- Provide timely advice to the Minister on issues related to admissions and transfer as they arise.

Strategy 4C – Provide a forum for open and informed inter-institutional discussion of admissions and transfer issues.

Key Initiatives

- Provide an opportunity for discussion at ACAT meetings.
- Provide an opportunity for member institutions to influence the strategic direction for ACAT.
- Ensure the host institution at ACAT meetings has an opportunity to make a presentation on their institution and for contact persons to have an opportunity to discuss issues and concerns with Council.
- Conduct site visits with member institutions to gain an understanding of their challenges and encourage dialogue about opportunities for further development of Alberta's admission and transfer system.
- Assist in the maintenance of the Contact Persons' listserve as a communication medium.
- Hold a Contact Persons' meeting annually.
- Post ACAT's admission and transfer information and activities on the Contact Persons' website.

Strategy 4D – Advocate for the provincial transfer system nationally and work to enhance national/provincial connections with other transfer systems.

Key Initiatives

- Participate in discussions and consultations related to the national portability of courses.
- Share information nationally on Alberta's best practices with respect to its admissions and transfer system.
- Attend and/or present at national and international meetings and conferences on credit transfer and PLAR.
- Promote the BC/Alberta Protocol to member institutions to enhance credit transfer between the two jurisdictions.
- Promote membership in Pan-Canadian Consortium on Admission and Transfer (PCCAT) to enhance institutions awareness of other province's best practices and transfer systems.
- Continue to support PCCAT whose primary objective will be to promote transferability and portability of courses and programs across Canada.
- Provide leadership to Council of Ministers of Education, Canada (CMEC) Credit Transfer Working Group.

Performance Measures

Outcome 4.1

- ACAT's governance structure and mandate is reviewed and altered to better position ACAT as a leader in furthering the Campus Alberta vision.

Outcome 4.2

- Policy positions developed on key issues facing the Alberta transfer system and communicated to stakeholders.
- Increased research activity of ACAT.

Outcome 4.3

- % of institutional representatives satisfied with the work of the Council (ACAT) and the transfer system.

- Contact Persons meeting held annually and website maintained.

Outcome 4.4

- Number of national and international meetings and conferences on credit transfer and PLAR attended.
- Best practices of ACAT are presented at a national or international conference demonstrating ACAT as a national leader in the establishment of admissions and transfer systems.
- Participation in and support of the PCCAT.
- Working relationships are further developed with BCCAT and SaskCAT.